

BELVEDERE ELEMENTARY

201 Rhomboid Place
Belvedere, SC 29841

GRADES K-5 Elementary School

ENROLLMENT 810 Students

PRINCIPAL Rod Greenway 803-442-6330

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	44	6	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

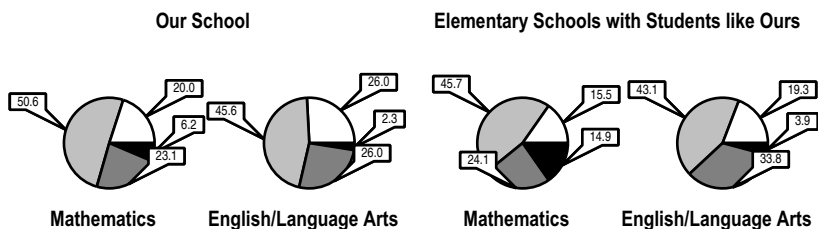
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	42	133	108
Percent satisfied with learning environment	95.2%	81.7%	84.9%
Percent satisfied with social and physical environment	92.5%	76.5%	69.5%
Percent satisfied with home-school relations	90.5%	86.2%	88.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	409	99.3	26.0	45.6	26.0	2.3	28.4	17.6
Gender								
Male	209	99.0	30.3	45.1	23.1	1.5	24.6	17.6
Female	200	99.5	21.7	46.0	29.1	3.2	32.3	17.6
Racial/Ethnic Group								
White	266	99.6	22.2	45.1	30.0	2.7	32.7	17.6
African-American	141	98.6	34.4	45.6	18.4	1.6	20.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	378	99.5	24.0	46.1	27.4	2.5	29.9	17.6
Disabled	31	96.8	53.8	38.5	7.7	N/A	7.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	409	99.3	26.0	45.6	26.0	2.3	28.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	409	99.3	26.0	45.6	26.0	2.3	28.4	17.6
Socio-Economic Status								
Subsidized meals	166	98.2	40.0	44.1	15.2	0.7	15.9	17.6
Full-pay meals	243	100.0	17.6	46.4	32.6	3.3	36.0	17.6

Mathematics								
All students	409	100.0	20.0	50.6	23.1	6.2	29.4	15.5
Gender								
Male	209	100.0	19.4	51.0	21.4	8.2	29.6	15.5
Female	200	100.0	20.6	50.3	24.9	4.2	29.1	15.5
Racial/Ethnic Group								
White	266	100.0	14.3	49.2	27.9	8.5	36.4	15.5
African-American	141	100.0	32.0	53.6	12.8	1.6	14.4	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	378	100.0	18.4	50.7	24.2	6.7	30.9	15.5
Disabled	31	100.0	42.3	50.0	7.7	N/A	7.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	409	100.0	20.0	50.6	23.1	6.2	29.4	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	409	100.0	20.0	50.6	23.1	6.2	29.4	15.5
Socio-Economic Status								
Subsidized meals	166	100.0	32.2	56.2	9.6	2.1	11.6	15.5
Full-pay meals	243	100.0	12.6	47.3	31.4	8.8	40.2	15.5

Abbreviations for Missing Data

N/A Not Applicable **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	128	N/A	14.2	44.1	39.4	2.4	41.7
	Grade 4	134	N/A	26.9	48.5	24.6	N/A	24.6
	Grade 5	116	N/A	13.9	58.3	27.8	N/A	27.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	140	100.0	21.2	37.9	37.1	3.8	40.9
	Grade 4	127	98.4	21.0	50.4	26.1	2.5	28.6
	Grade 5	142	99.3	35.3	48.9	15.0	0.8	15.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	128	N/A	18.0	50.0	24.2	7.8	32.0
	Grade 4	134	N/A	35.8	35.8	19.4	9.0	28.4
	Grade 5	116	N/A	16.5	51.3	23.5	8.7	32.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	140	100.0	14.4	56.1	22.7	6.8	29.5
	Grade 4	127	100.0	19.3	51.3	24.4	5.0	29.4
	Grade 5	142	100.0	26.1	44.8	22.4	6.7	29.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 810)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.5%	No change	2.4%	2.4%
Attendance rate	95.4%	Down from 96.1%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.5%	Down from 19.8%	20.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.3%	Up from 3.8%	7.6%	8.0%
Older than usual for grade	0.6%	Up from 0.4%	0.8%	1.1%
Suspended or expelled	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	38.5%	Up from 33.3%	54.0%	50.0%
Continuing contract teachers	88.5%	Down from 93.8%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.7%	Down from 91.1%	88.2%	86.2%
Teacher attendance rate	94.9%	Up from 92.8%	95.7%	95.3%
Average teacher salary	\$39,432	Up 1.8%	\$41,123	\$39,909
Prof. development days/teacher	5.5 days	Down from 6.1 days	10.9 days	11.4 days

School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio	N/R	N/R	19.3 to 1	18.9 to 1
Prime instructional time	89.8%	Up from 87.8%	90.1%	89.7%
Dollars spent per pupil*	\$4,588	Up 3.9%	\$5,581	\$5,892
Percent spent on teacher salaries*	70.4%	Up from 67.9%	66.7%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	97.4%	Down from 98.8%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Belvedere Elementary school is a neighborhood school with strong parental support. Our students are heterogeneously grouped from five-year old kindergarten through fifth grade. Our poverty index is measured by the percentage of free and reduced-price lunches, and we do not qualify as a Title I school.

Belvedere students performed well on the PACT test in the Spring of 2002. The emphasis on math, science and writing with small groups and individual instruction benefited all student populations. Instructional aides, decreased pupil-teacher ratio, increased computer technology, and the district-funded after school program helped to provide reinforcement and remedial instruction for those students needing additional help.

Our staff provides various opportunities and learning styles for all students to learn and succeed. Teachers have participated in various staff development seminars, classes, and workshops to improve their abilities and methods of instruction.

Many parent and community volunteers give time assisting teachers and students. Community organizations and businesses support our instructional program to help raise the level of achievement for all students. The Belvedere PTO and School Improvement Council have contributed time and volunteer hours to enhance the physical comforts of our building and campus.

Belvedere Elementary uses resources wisely to make a quality education available to the students of this community.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.